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| 1.Title / Content Area: | Pythagorean Theorem |  |
| 2. Developed by: | Savanah Lowe |
| 3. Grade Level: | 9th grade extra credit (learning math history) |
| 4. Essential Question: | Who is Pathagoras and what did he do for mathematics? |
| 5. Contextual Paragraph | Students will grasp a concept of right triangles and how to find various sides of triagles given two other sides. Students will be learning who invented the Pythagorean Theorem and have access to Pythagoras's biography. I have also provided a couple online videos so that the students get a lesson on the material verbally versus just reading what it is about. In this lesson the students will be able to utilize their technology abilities to do their homework and explore deeper into mathematics. |

# Annotated Resource Set (ARS)

**Phase I**

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| 6. **Resource Set** | | | | | |
| (Pythagoras' Irrational Numbers) | (Welcome to *The Complete Pythagoras*) | (All About Pythagoras) | (Pythagoras) | (Resource Title Here) | (Resource Title Here) |
| (Whole numbers vs. fractions) | (Who was he?) | (All about Pythagoras) | (Pythagoras of Samos) | (Context) | (Context) |
|  |  |  |  |  |  |
| (http://potentialsources.blogspot.com/2010/09/some-of-earliest-known-religious.html) | (http://www.completepythagoras.net/) | (http://www-p.gluetext.com/content/p/Pythagora/Pythagora\_theorem.html) | (http://www.mountainman.com.au/pythagor.html) | (Resource Link Here) | (Resource Link Here) |
|  | | | | | |
| (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) |
| (Context) | (Context) | (Context) | (Context) | (Context) | (Context) |
|  |  |  |  |  |  |
| (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) |

Notes/Comments:

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| **Resource Set** | | | | | |
| (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) |
| (Context) | (Context) | (Context) | (Context) | (Context) | (Context) |
|  |  |  |  |  |  |
| (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) |
|  | | | | | |
| (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) | (Resource Title Here) |
| (Context) | (Context) | (Context) | (Context) | (Context) | (Context) |
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| (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) | (Resource Link Here) |

**Phase II**

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| **Foundations Annotations** |
| 7. **Curriculum Connections** |
| The students will be required to have cultural and historical intelligence of mathematics to apply in the real world. |
| 8. **Curriculum Standards** |
| * Learn the value of mathematics. In addition to providing the tools to solve problems, mathematics provides a way of thinking about and understanding the world around us. Students should have numerous and varied opportunities to think mathematically about their world. They should also explore the cultural, historical, and scientific evolution of mathematics so that they can appreciate the role of mathematics in the development of our contemporary society. |
| 9. **Content & Thinking Objectives** |
| The students will be able to connect with a mathematician and understand how he became famous for his theorem and all of the hard work he put behind it. |
| 10. **Inquiry Activities & Strategies** |
| The students will use a field trip that I have designed in my lesson 1 on my wikispace to explore Pythagoras. |
| 11. **Assessment Strategies** |
| I will make a worksheet that the students will be required to fill out. They will also write a reflection of what they learned on the online worksheet and give me some ideas of what they thought was most interesting. |

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| **Other Resources** |
| 15. **Web Resources** |
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| 16. **Secondary Sources** |
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| 17. **Print and Other Media Resources** |
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**ARS Component Guide**

**Phase I Components**

1. **Title / Content Area:** Provide the title of the ARS. If the title doesn’t explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women’s History, etc.).
2. **Developed by:** Provide your name and any other contributors to the ARS.
3. **Grade Level:** Provide the grade level(s) for which the set is to be taught.
4. **Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
5. **Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set anddescribing the context in which the set is to be used
6. **Resource Set:** Provide titles, context, thumbnails and addresses for the specific resources. It isn’t necessary to provide a thumbnail for all resources (e.g. audio and video files). **Important**: Be sure to use a permanent URL for all resources (Refer to A2.6).

**Phase II Components**

1. **Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
2. **Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
3. **Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
4. **Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
5. **Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

**Other Resources**

1. **Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS
2. **Web Resources:** Provide links to any additional web resources that could be used to supplement the ARS
3. **Print and Other Media Resources:** Provide other resources that could be used to supplement the ARS